



COMMUNITY COLLEGES &  
WORKFORCE PREPARATION

Iowa Community Colleges  
**PERFORMANCE INDICATORS**

**July 2008**

**Alignment with State Five-Year Strategic Plan**

**State of Iowa  
Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50319-0146**

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**T**he Iowa State Board of Education approved the set of performance indicators to monitor progress within the five-year plan framework. The indicators were developed by a task force co-chaired by the administrator of the Division of Community Colleges and Workforce Preparation Dr. Janice Friedel and the president of Western Iowa Tech Community College Dr. Robert Dunker. The measures abide by the guiding principles of the performance indicators, and whenever possible attempt to utilize existing community college performance indicators.

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The 2001 “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges” included an initiative to “develop a set of agreed-upon performance indicators common to all community colleges.” A Community College Performance Task Force was formed to complete the work. The Task Force was coordinated by the administrator of the Division of Community Colleges and Workforce Preparation and comprised of a community college president, a trustee, the IACCT (Iowa Association of Community College Trustees) executive director, a chief academic officer, a reporting officer, and representatives from the Iowa Departments of Education, Workforce Development, Economic Development, and the Iowa College Student Aid Commission. Recommendations were made to the Iowa Department of Education after review by the Iowa Association of Community College Presidents (IACCP) and the IACCT. In November 2003, the State Board of Education approved the following eight performance indicators to be collected on an annual basis:

1. Participation in credit career and technical education programs.
2. Participation in credit arts and sciences programs.
3. Total participation in non-credit programs.
4. The proportion of the state’s adult population (18-64 years of age) enrolled in a community college course.
5. The number of credit student awards.
6. The number of basic skills certificates issued.
7. The number of high school equivalency diplomas (GED) awarded.
8. The proportion of high school credentials awarded by Iowa community colleges.

The State Board of Education also directed the Iowa Department of Education to continue its work with the Task Force and to continue the investigation of indicators related to economic development, persistence, and student success after leaving the community college, as well of quantifiable goals for each performance indicator.

In spring 2006, the Performance Indicator’s Task Force re-examined the existing eight performance indicators and moved to expand and more closely align them with the five goals of the strategic plan. A draft version of the new performance indicators was presented to the State Board of Education in July 2006. These indicators will continue to be reviewed and revised.

The State Board of Education accepted the proposed indicators recommended by the Department of Education. The State Board of Education requested that the Iowa Department of Education develop additional measures to quantify the success of the community college transfer and career preparation (through successful job entry and retention) functions. For those reasons, the Iowa Department of Education has engaged in a major research project with Iowa State University, utilizing administrative records match between the community college MIS (Management Information System), the National Student Clearinghouse, and the Iowa Workforce Development’s unemployment insurance records. Information on the research methodology and complete findings was delivered in spring 2007 in a separately issued report by the Iowa Department of Education. The State Board of Education requested further disaggregation of the average earnings of community college awardees, by career cluster and occupation. These data were submitted to the State Board of Education on December 13, 2007.

The comprehensive community college performance indicators report is submitted annually to the State Board of Education in August.

## *The* **VISION**

The community colleges of Iowa will excel in meeting the individual learning and diverse community needs of Iowa, in preparing the 21<sup>st</sup> century workforce, and in growing Iowa and its economy.

## *The* **MISSION**

The mission of the community colleges of Iowa in the 21<sup>st</sup> century is to provide exemplary educational and community services to meet the needs and enhance the lives of Iowans.

## *The* **VALUES**

Overarching Value: The right of all Iowans to achieve their full potential through quality education.

1. Access and Opportunity
2. Responsiveness
3. Collaborative Relationships
4. Communities and Civic Responsibility

## *The* **ROLE AND SCOPE**

The community colleges of Iowa offer a wide range of programs and services designed to meet the educational, economic, and community needs of Iowa's citizens.

1. College Credit Programs
2. Continuing Education Programs
3. Services and Programs for High School Students and Teachers
4. Developmental Education Programs
5. Adult Education Programs
6. Student Development Programs and Services

## Guiding Principles

- *Performance indicators should primarily provide a basis to report and to advocate for student learning needs.*
- *The set of performance indicators should be simple and few.*
- *Performance indicators will be utilized to summarize the community colleges' statewide performance; their goal is to provide baseline information on the system as a whole.*
- *Performance indicators will encompass the comprehensive nature of the community college mission.*
- *Performance indicators will be consistent with other statewide accountability and performance measures and their determination.*
- *Performance indicators will build on existing data and will not place additional data burden on community colleges.*

## Strategic Goals

1. *The community colleges of Iowa will provide high quality, comprehensive educational programs and services accessible to all Iowans.*
2. *The community colleges of Iowa will develop high skilled workers to meet the demands of Iowa's economy.*
3. *The community colleges of Iowa will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.*
4. *The community colleges of Iowa will demonstrate effectiveness and efficiency for achieving the system mission and goals.*
5. *The community colleges of Iowa will recruit, enroll, and retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.*

***GOAL #1: The community colleges of Iowa will provide high quality comprehensive educational programs and services accessible to all Iowans.***

1. Community College Credit Enrollment
2. Number of Students Enrolled in Credit Arts and Science Programs
3. Community College High School Enrollment
4. Percentage of State's Adult Population (18-64) Enrolled in a Community College Course
5. Statewide Articulation Agreement
6. New Programs Approved
7. Cumulative Transfer Rate

## 1. Community College Credit Enrollment

Year-end credit unduplicated headcount enrollments have increased 14,245 students (10.73%) from Fiscal Year 2003 to Fiscal Year 2007.

**Credit Enrollment and Credit Hours  
Fiscal Year 2003 to Fiscal Year 2007**

Fiscal Year	Credit Enrollment (Unduplicated Count)		Credit Hours	
	Headcount	Percent Change *	Hours	Percent Change
2003	111,745	5.70%	1,660,544	6.75%
2004	116,439	4.20%	1,737,909	4.66%
2005	120,217	3.24%	1,782,189	2.55%
2006	121,753	1.28%	1,781,027	-0.07%
2007	125,990	3.48%	1,831,161	0.97%

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

## 2. Number of Students Enrolled in Credit Arts and Sciences Programs

Arts and Sciences programs include credit courses in College Parallel/Liberal General Studies/College Transfer, which are transferable to four-year institutions for completion of a baccalaureate degree. Arts and Science enrollment increased 7,833 (0.9%) from Fiscal Year 2003 to Fiscal Year 2007.

Program	Fiscal Year				
	2003	2004	2005	2006	2007
Unduplicated Arts and Science Credit Enrollment	77,583	79,296	82,213	81,523	85,416

Definition: Participation in Credit Arts and Sciences Programs/Number of Unduplicated Students (Student Majors) Enrolled in Credit Arts and Sciences Programs (Fiscal Years 2003-2007)

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education



### 3. Community College High School Enrollment

The high school student population is becoming a larger portion of the total student population. During Fiscal Year 2003, high school students accounted for 14.79% of the population and 6.93% of the credit hours. During Fiscal Year 2006, those proportions had grown to 20.95% and 10.90% respectively.

**High School Credit Enrollment and Credit Hours  
Fiscal Year 2003 to Fiscal Year 2007**

Fiscal Year	Students			Credit Hours			Credits per Student
	All	HS	% of All	All	HS	% of All	
2003	17,833	111,745	15.96%	122,754.85	1,660,544.00	7.39%	6.88
2004	21,050	116,439	18.08%	145,281.30	1,737,909.20	8.36%	6.90
2005	22,905	120,217	19.05%	163,051.75	1,782,187.15	9.15%	7.12
2006	25,507	121,753	20.95%	194,143.10	1,781,027.00	10.90%	7.61
2007*	30,099	125,990	23.89%	224,984.95	1,831,161.00	12.29%	7.47

HS = High School Student Information, All = Total Student Information

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

### 4. Percentage of State's Adult Population (18-64) Enrolled in a Community College Course

Program	Fiscal Year						
	2003	2004	2005		2006		2007
<b>Rate of Iowa's Adult Population Enrolled in Community College Courses</b>	24.95%	23.89%	23.03%		22.59%		22.01%

**Definitions:**

Fiscal Years 2003-2005

Proportion of State's Adult Population Enrolled in a Community College Course

--Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment of adults under 65 years of age

--Denominator: 2000 Census Total State Adult Population (18-64 years of age) numbers.

Fiscal Year 2006

Proportion of State's Adult Population Enrolled in a Community College Course

--Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment of adults (18-64 Years of Age)

--Denominator: 2000 Census Total State Adult Population (18-64 years of age) numbers.

Fiscal Year 2007

Proportion of State's Adult Population Enrolled in a Community College Course

Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment of adults (18-64 Years of Age)

--Denominator: 2000 Census Total State Adult Population (18-64 years of age) adjusted by per county 2006 estimate population numbers trends.

(Example Ratio 404,726/1,790,107=22.01%)

(Approximately 1% of the State's Adult Population Enrollment in a Community College Course is over the age of 64)

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

Agency: Iowa Department of Education

Published Sources: Iowa Department of Education MIS Reports

## 5. Statewide Articulation Agreement

The statewide Associate of Arts (AA) Articulation agreement with the three Regent institutions was initially approved in 1981. It is annually renewed by the community colleges and Regents through Liaison Advisory Committee on Transfer Students (LACTS) and is reaffirmed at the spring LACTS conference. The seven statewide agreements (Associate of Arts Articulation, Voc/Tech Credit, Common Grading Symbols, Credit by Exam, Voc/Tech Programs in Electronics, Military Credit, and Evaluations of International Student Academic Credentials) are reviewed and reaffirmed annually. In 2004, the Iowa State Board of Regents approved the University of Iowa's Bachelor's of Applied Studies degree for a statewide articulation agreement with community colleges Associate of Applied Studies. Currently, eight statewide articulation agreements have been approved.

## 6. New Career & Technical (CTE) Programs Approved by the Iowa Department of Education

	Fiscal Year				
	2003	2004	2005	2006	2007
# of New Programs	4	24	31	20	14
Fiscal Year 2007 Program Name					
Gas Utility Technology (NICC—Northeast Iowa Community College)					
Desktop Publishing and Digital Imaging Design Technology (NICC, NIACC—North Iowa Area Community College)					
Human Services Assistant (NIACC)					
Early Childhood Assistant (NIACC)					
Casino Management (ILCC—Iowa Lakes Community College)					
Turf Management Technology (ICCC—Iowa Central Community College)					
Cooking and Related Culinary Arts Management (ICCC—Iowa Central Community College)					
Hospitality Management (ICCC, EICCD—Eastern Iowa Community College District)					
Medical Assistant (IVCCD—Iowa Valley Community College District)					
Geographic Information Systems (KCC—Kirkwood Community College)					
Fire Science/Firefighting Technology (IVCCD, WITCC—Western Iowa Tech Community College)					

Definition: CTE is a program designed to provide the specific skills and knowledge essential for successful entry into a specific or related occupation, requiring less than a baccalaureate degree, or for further education.

Definition: Number of New CTE Programs offered by Iowa Community Colleges (Fiscal Years 2003-2007)

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

## 7. Cumulative Transfer Rate

### Community College Transfer Study

A study conducted by Iowa State University for the Iowa Department of Education, tracked leavers three years after departing the community college. The Associate of Arts (AA) degree is designed to transfer to four-year institutions. The table below indicates 67.09% of the 2002 AA awardees transferred to a four-year institution within three years.

Cumulative Transfer Rate, 2002 Cohort			
Award Type	N	Transfer	%
AA	3,713	2,491	67.09%
AAS	3,631	528	14.54%
Non-Awardees	49,895	7,798	15.63%

Associate in Arts (AA)

Associate in Applied Sciences (AAS)

Non-Awardees:

- Were enrolled in fiscal year 2002 at an Iowa community college;
- Were not enrolled in fiscal year 2002 at any 4-year institutions;
- Were not enrolled in fiscal year 2002 in high school; and
- Did not receive any type of award in fiscal year 2002,

***Goal #2: The community colleges of Iowa will develop high-skilled workers to meet the demands of Iowa's economy.***

1. Number of Students Enrolled in Credit Career and Technical Education Programs
2. Number of Students Enrolled in Community College Non Credit Courses
3. Economic Impact of Iowa Community Colleges
4. Number of Basic Skills Certificates
5. Number of High School Equivalency Diplomas Awarded
6. One Source
7. Iowa Department of Economic Development Initiatives

## 1. Number of Students Enrolled in Credit Career and Technical Education Programs

Career and technical education programs (CTE) are designed to provide the specific skills and knowledge essential for successful entry into a specific or related occupation, requiring less than baccalaureate degree, or for further education. CTE enrollment increased 5,222 (12.3%) from Fiscal Year 2003 to Fiscal Year 2007.

Program	Fiscal Year				
	2003	2004	2005	2006	2007
Unduplicated Career and Technical Credit Enrollment	37,348	40,037	41,191	42,169	42,570

Definition: Participation in Credit Career and Technical Education Programs/Unduplicated Number of Students (Student Majors) Enrolled in Credit Career and Technical Education Programs (Fiscal Years 2003-2007)

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

## 2. Number of Students Enrolled in Community College Non-Credit Courses

Non-credit enrollment decreased 24,258 (14.6%) from Fiscal Year 2004 to Fiscal Year 2007. Non-credit contact hours, however, remain stable and demonstrate a slight increase between Fiscal Year 2005 to Fiscal Year 2007.

Program	2003	*	2004	2005	2006	2007
Unduplicated Non-Credit Enrollment	326,334		302,994	294,668	287,073	278,736

Definition: Total Participation in Community College Non-Credit Courses/Unduplicated Number of Students Enrolled in Community College Non-Credit Courses (Fiscal Years 2003-2007)

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

\* Fiscal Year 2004 to Fiscal Year 2007 do not include Local Use Only figures: community service, conferences, special events, meetings, staff development and tests.

### 3. Economic Impact of Iowa Community Colleges

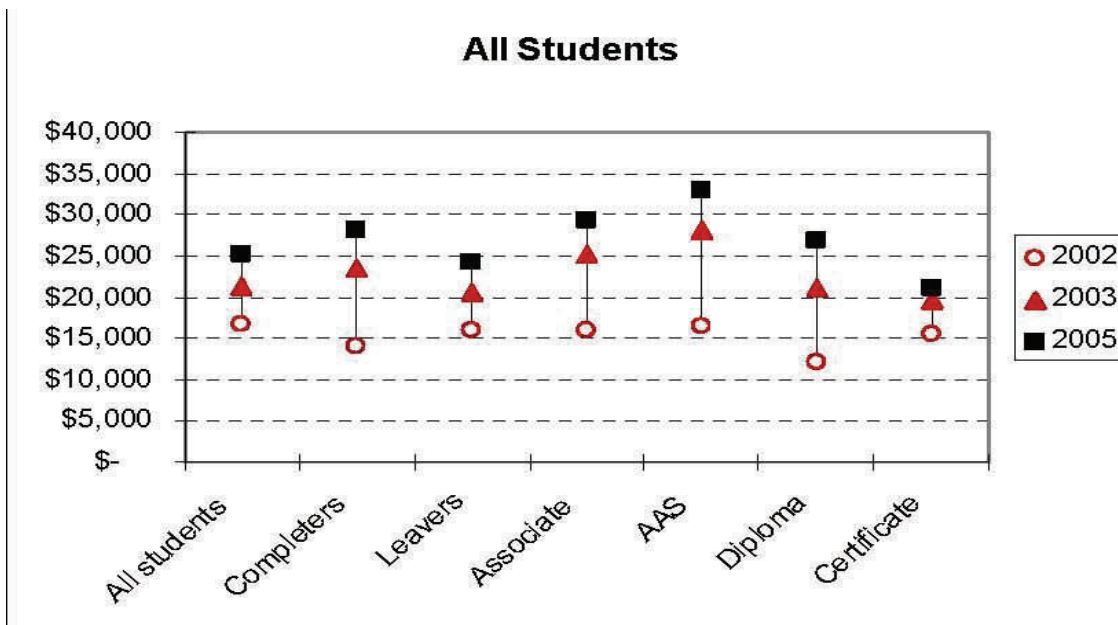
A study conducted by Iowa State University for the Iowa Department of Education tracked wages of the Fiscal Year 2002 cohort of community college students. The figure and tables below show the results for all students in the study. Results are shown for completers and leavers, and completers are divided into all associate degree completers, associate in applied science (AAS), diploma, and certificate completers.

For completers and leavers in the Fiscal Year 2002 cohort, as shown in Figure 28, the following results can be seen:

- During the first year out of college (Fiscal Year 2003), **completers experienced higher median annual earnings than leavers.**
- Students who completed programs of study offered by two-year colleges doubled their earnings between 2002 and 2005.
- Between Fiscal Year 2002 and Fiscal Year 2005 the percentage gains in median annual earnings were almost twice as much for completers (101.46%) than leavers (51.54%).
- Completers had higher median annual earnings (\$23,594) after Fiscal Year 2003 and Fiscal Year 2005 (\$28,217) than leavers.

For different types of completers, as shown in Figure 28, the following results can be seen:

- Completers experienced positive gains in median annual earnings across all education attainment levels.
- During the first year out of college (Fiscal Year 2003), Associate in Applied Science (AAS) degree completers experienced the highest median annual earnings (\$28,110).
- Diploma completers experienced the largest percentage gain (120.36%) in median annual earnings between Fiscal Year 2002 and Fiscal Year 2005.
- During the first year out of college (Fiscal Year 2003) and third year out of college (Fiscal Year 2005), AAS degree completers experienced the highest median annual earnings.
- Certificate completers experienced the least percentage gain in median annual earnings between Fiscal Year 2002 and Fiscal Year 2005 (36.53%), and Fiscal Year 2003 and Fiscal Year 2005 (7.22%).



#### 4. Number of Basic Skills Certificates

Number of Basic Literacy Skills certificates issued through Iowa Community Colleges Program Years 2003 to 2007. Though larger in absolute numbers by 1,153 between 2003 and 2007, the number of Basic Skills Certificates demonstrate a steady decline after it peaked in Fiscal Year 2004.

Program	Program Year				
	2003	2004	2005	2006	2007
Basic Skills Certificates	5,037	6,737	6,306	6,275	6,190

Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

#### 5. Number of High School Equivalency Diplomas Awarded

During the past five years the number of High School Equivalency Diplomas (GED) issued through Iowa community colleges grew from 3,675 in Fiscal Year 2003 to 4,065 in Fiscal Year 2005, and dropped to 3,639 by Fiscal Year 2007.

Program	Program Year				
	2003	2004	2005	2006	2007
High School Equivalency Diplomas (GED)	3,675	3,947	4,065	3,893	3,639

#### 6. One Source

One Source Training is the partnership of Iowa's 15 community colleges to deliver training on a statewide basis. The numbers below show One Source Training delivered through Iowa community colleges.

Year	Classes	Students	Contact Hours
2004	326	1,068	27,493
2005	215	3,299	8,267
2006	87	1,922	35,068
2007	127	1,566	17,616

\*Source: 2004—2006: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education; 2007: One Source Program

## 7. Iowa Department of Economic Development Initiatives

### Iowa Industrial New Jobs Training Programs (260E)

Iowa Industrial New Jobs Training Programs (260E) assist businesses that are creating new positions or new jobs in the state of Iowa. The community college district in which the new or expanding business is located issues training certificates (bonds) to pay for the training costs.

Fiscal Year	Credit		Non-Credit	
	Students	Credit Hours	Students	Contact Hours
2003	84	178	5,286	83,308.33
2004	8	98	4,378	80,639.75
2005	14	70	5,292	125,608.01
2006	0	0	6,595	97,416.59
2007	1	6	7,539	179,162.2

### Iowa Jobs Training Programs (260F)

Iowa Jobs Training Programs (260F) foster growth and competitiveness of Iowa's business and industry by building workforce skills and expertise. Customized training programs are developed for current employees.

Fiscal Year	Credit		Non-Credit	
	Students	Credit Hours	Students	Contact Hours
2003	100	304	10,203	124,707.69
2004	49	122	9,633	136,173.14
2005	72	144	9,232	142,400.35
2006	26	52	9,123	128,950.44
2007	0	0	8,035	146,260.89

### Accelerated Career Education (260G)

Accelerated Career Education (ACE 260G) supports the development or expansion of educational programs that address critical workforce needs. It has three components: infrastructure, program job credits, and student aid.

Fiscal Year	Credit		Non-Credit	
	Students	Credit Hours	Students	Contact Hours
2003	1,333	24,753.00	4	369.6
2004	1,931	39,088.00	38	328.2
2005	2,579	51,847.00	27	4,513.30
2006	2,501	47,390.50	252	57,068.20
2007	2,777	54,750.00	349	57,088.80

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

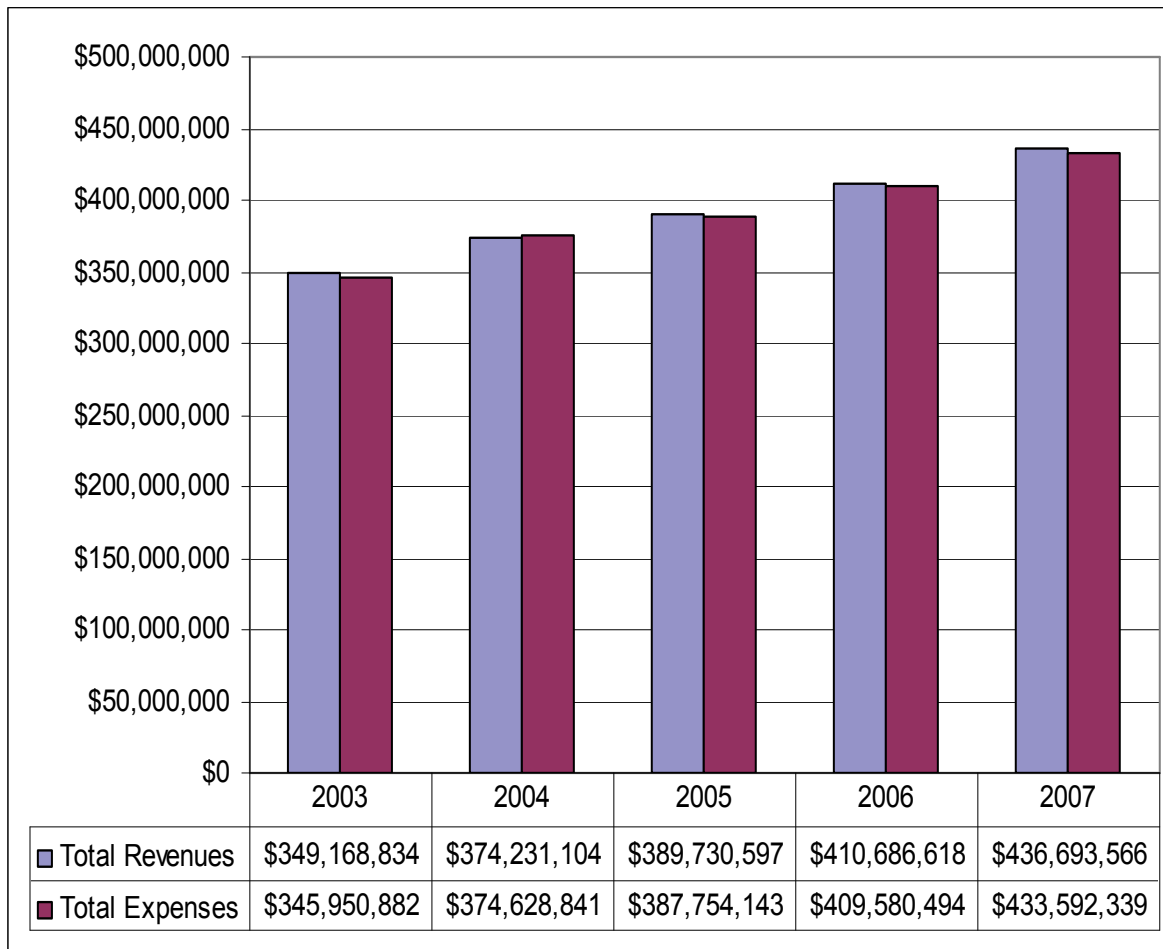
***Goal #3: The community colleges of Iowa will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.***

1. Fund 1 – Total Revenues and Total Expenses
2. Revenues and Expenses by Full-Time Equivalent Employee (FTEE)
3. State General Aid vs. Credit Student Enrollment
4. Tuition Trends
5. Iowa Tuition vs. Surrounding States and National Average
6. Iowa Faculty Salary vs. National Average



## 1. Fund 1 – Total Revenues and Total Expenses

Total revenues and total expenses statewide for Fund 1 have continued to increase over the past five years. When comparing the percentage increase in total revenues to the total increase in expenditures, they have continually increased at approximately the same rate.



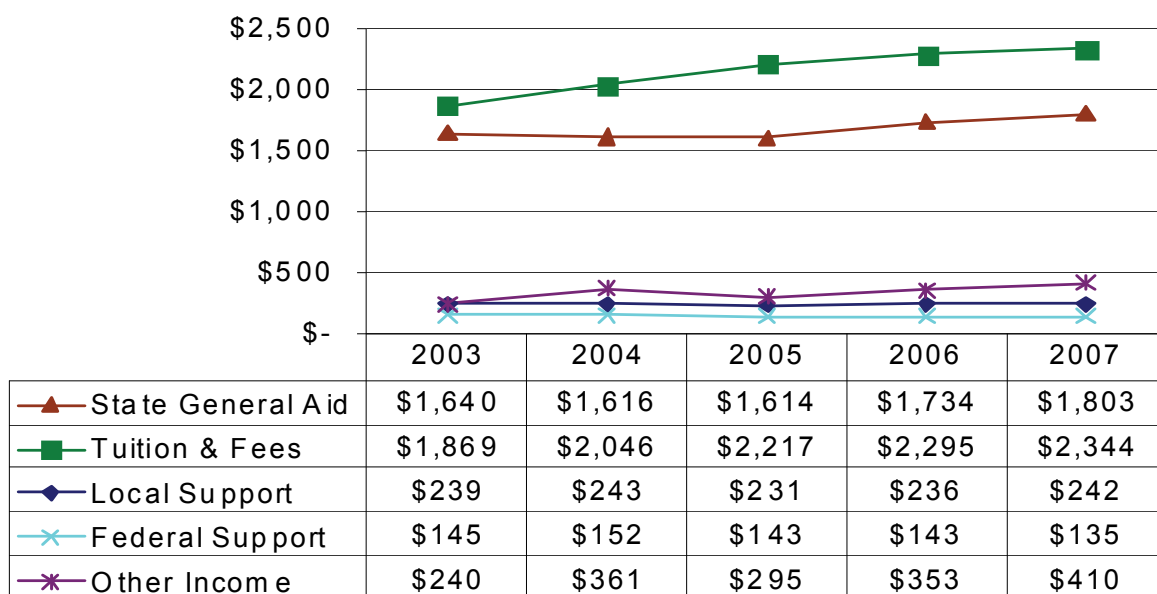
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education, Annual Report, Unrestricted General Fund, AS-15E, Fund 1.

## 2. Revenues and Expenses by Full-Time Equivalent Enrollment (FTEE)

Revenues and expenses by FTEE have both increased from Fiscal Year 2003 to Fiscal Year 2007, with revenues by FTEE increasing \$802.61 (19.4%) and expenses by FTEE increasing \$805.64 (19.6%). As shown in the figure below, from Fiscal Year 2003 to Fiscal Year 2007 State General Aid increased by \$163 per FTEE (10.0%), tuition and fees increased by \$475 per FTEE (21.3%), and Local Support increased by \$3.00 per FTEE (0.01%)

Fiscal Year	FTEE	Total Revenues	Revenues by FTEE	Total Expenses	Expenses by FTEE
2003	84,502.34	\$349,168,834	\$4,132.06	\$345,950,882	\$4,093.98
2004	84,699.42	\$374,231,104	\$4,418.34	\$374,628,841	\$4,423.04
2005	86,614.34	\$389,730,597	\$4,499.61	\$387,754,143	\$4,476.79
2006	86,247.10	\$410,686,618	\$4,761.74	\$409,580,494	\$4,748.92
2007	88,494.93	\$436,693,567	\$4,934.67	\$433,592,337	\$4,899.63

Revenues by FTEE



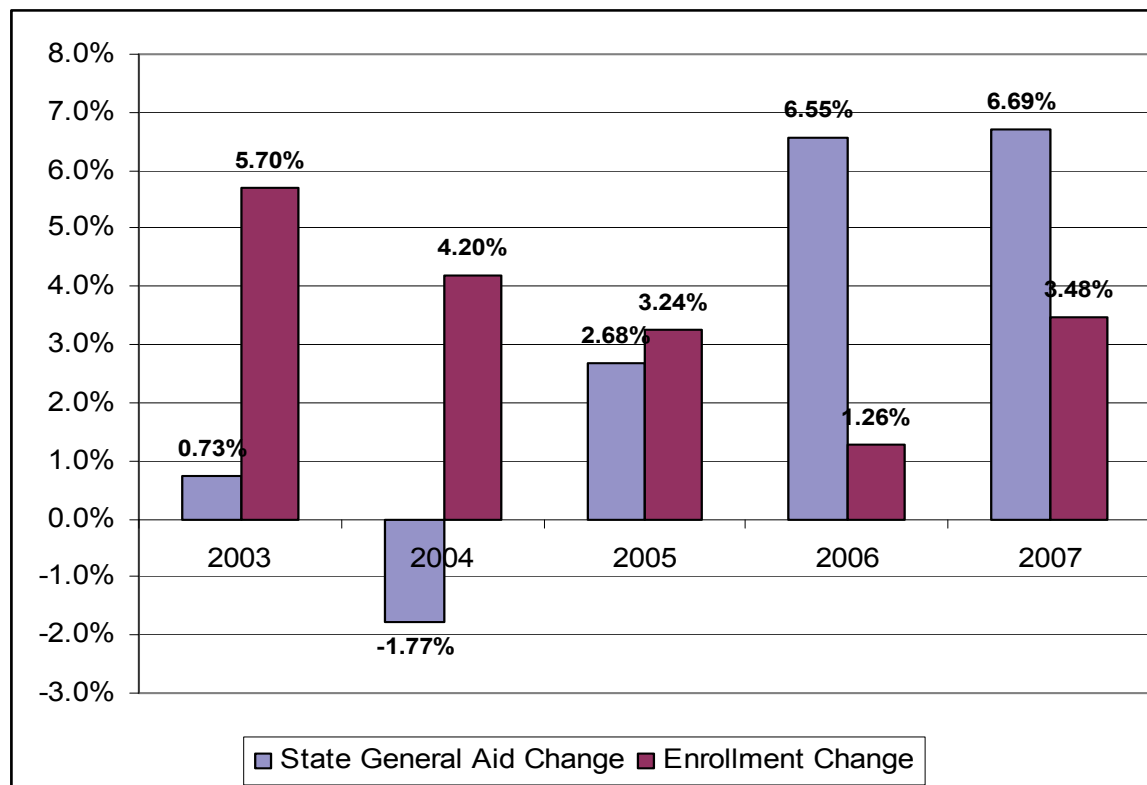
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education, Annual Report, Unrestricted General Fund, AS-15E, Fund 1.

### 3. State General Aid vs. Credit Student Enrollment

State General Aid to the community colleges continued to increase as Fiscal Year 2007 aid exceeded Fiscal Year 2003 aid by \$11,995,215 (8.72%). The rate of annual credit student enrollment is increasing at a lesser rate from Fiscal Year 2003 to Fiscal Year 2007, but the overall growth rate from Fiscal Year 2003 to Fiscal Year 2007 is 14,245 students (10.73%). The State General Aid percentage increased during that same period by 13.16%.

Fiscal Year	State General Aid		Credit Student Enrollment	
	N	%Δ	N	%Δ
2003	\$138,585,680	0.73%	111,745	5.70%
2004	\$136,890,098	-1.77%	116,439	4.20%
2005	\$139,779,246	2.68%	120,217	3.24%
2006	\$149,580,895	6.55%	121,753	1.26%
2007	\$159,579,244	6.69%	125,990	3.48%

State General Aid and Credit Student Enrollment Change-Fiscal Year 2003 to Fiscal Year 2007

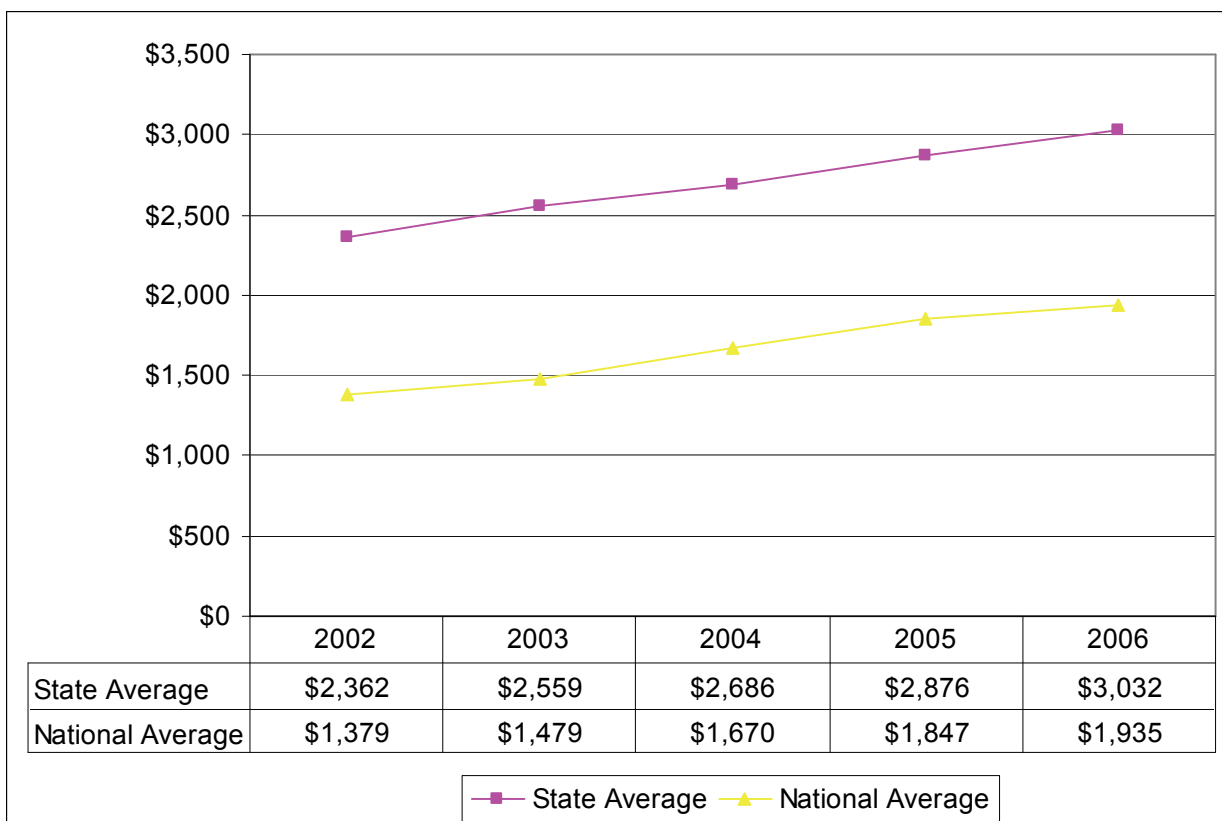


Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education, 2007 Condition of Community Colleges

## 4. Tuition Trends

According to *The Chronicle of Higher Education, Almanac Issue*, the annual average full-time resident tuition has increased from \$1,379 in Fiscal Year 2002 to \$1,935 in Fiscal Year 2006\*, up more than 40%. The state average annual full-time resident tuition has been consistently higher than the national average over the nine years the national data is available for as shown in the chart and graph below.

**Annual Iowa Community College Full-Time Resident Tuition  
Fiscal Year 2002 to Fiscal Year 2006\***



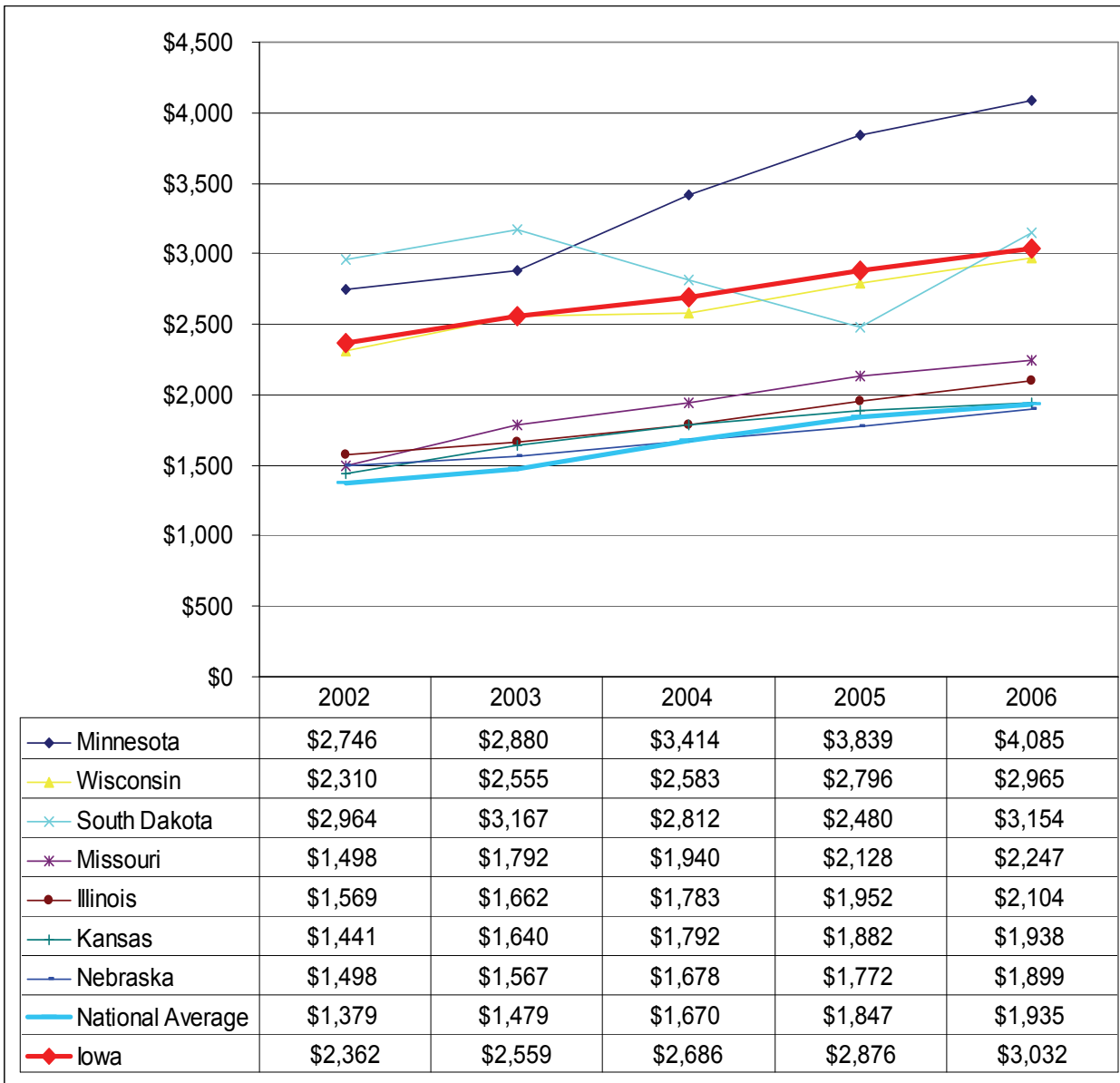
Source: For State and National average, *The Chronicle of Higher Education, Almanac Issue 1999-2007*, <http://chronicle.com/weekly/almanac/>.

\*Latest available year published by *The Chronicle of Higher Education, Almanac Issue 1999-2007*.

## 5. Iowa Tuition vs. Surrounding States and National Average

According to *The Chronicle of Higher Education, Almanac Issue*, the annual average full-time resident tuition has increased from \$2,362 in Fiscal Year 2002 to \$3,032 in Fiscal Year 2006, up more than 22%. The state average annual full-time resident tuition has been consistently higher than the national average over the five years the national data is available for as shown in the chart and graph below.

Fiscal Year 2002 to Fiscal Year 2006\*



Source: *The Chronicle of Higher Education, Almanac Issue 1999-2007*, <http://chronicle.com/weekly/almanac/>.

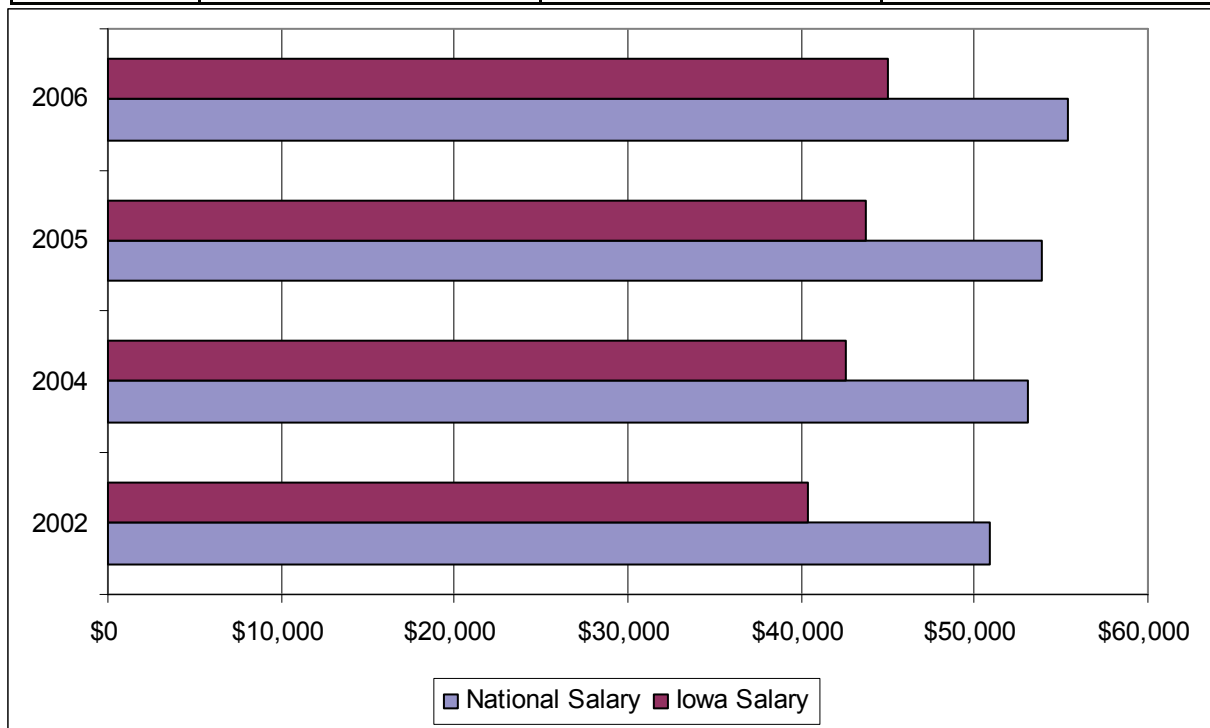
\*Latest available year published by *The Chronicle of Higher Education, Almanac Issue 1999-2007*.

## 6. Iowa Faculty Salary vs. National Average

According to the following table in 2006, Iowa community college full-time faculty members are paid on average 81.12% of the national average for two-year public institutions. It manifest 1.59% growth from 79.53% in 2002.

**Comparison of Iowa and National Salaries Average Full-Time  
Faculty Members Public Two-Year Institutions  
Fiscal Year 2002 through Fiscal Year 2006\***

Fiscal Year	Two-Year Public Institutions		
	National	Iowa	
	Salary	Salary	% of National
2002	\$50,837	\$40,431	79.53%
2004	\$53,080	\$42,624	80.30%
2005	\$53,932	\$43,675	80.98%
2006	\$55,405	\$44,943	81.12%



Source: *The Chronicle of Higher Education, Almanac Issue 2002-2007*, <http://chronicle.com/weekly/almanac/>.

\*The Chronicle does not publish the salary information every single year, creating gaps in the comparative data.

***Goal #4: The community colleges of Iowa will demonstrate effectiveness and efficiency for achieving the system mission and goals.***

1. The MIS (Management Information System)
2. Accreditation Visits
3. MIS SWAT Team
4. Administrative Records Match
5. Strategic Plan Measures

## 1. The Management Information System (MIS)

The community college MIS reporting system is utilized to generate data tables for many reports annually, as follows:

- Condition of Community Colleges
- Fall Credit Enrollment Report
- High School Enrollment Report
- Fiscal Year Financial Reports
- Legislative Fiscal Bureau Requests
- Fiscal Notes
- Performance Indicators Reports

## 2. Accreditation Visits

The state community college accreditation processes has been redesigned to more efficiently and effectively align with current regional and local standards. Some of these changes have been affected by the emergence of the AQIP (Academic Quality Improvement Program) accreditation model.

Fiscal Year	Comprehensive	Interim
2004	NIACC	ILCC
2005	NCC	SCC
2006	SWCC	IWCC, IHCC
2007	IVCCD, EICCD, DMACC, WITCC	IHCC
2008	NICC, HCC	

## 3. MIS SWAT Team

The Iowa Department of Education continues to convene a MIS SWAT team to review and recommend changes/enhancements on the community college MIS, including new and revised data elements and their definitions. In February 2008, the MIS SWAT Team recommended changes to the MIS in compliance with the House File 2527, Quality Faculty Plan, and other legislative and administrative requirements. The changes include inclusion of Unique K-12 Student ID, and instructor of record ID.

## 4. Administrative Records Match

The Iowa Department of Education has developed the capacity to utilize a data match between Iowa Workforce Development (IWD) 's Unemployment Insurance (UI) records system and the community college MIS to determine job placement and retention of Iowa community college students and graduates in Iowa. Additionally, access to the National Student Data Clearinghouse enables tracking community college students as they transfer to other colleges and universities.

## 5. Strategic Plan Measures

The Iowa Department of Education has coordinated the development of a proposed set of quantitative measures for the Community College Statewide Strategic Plan. Wherever possible, the Department provides regional and national comparative data.



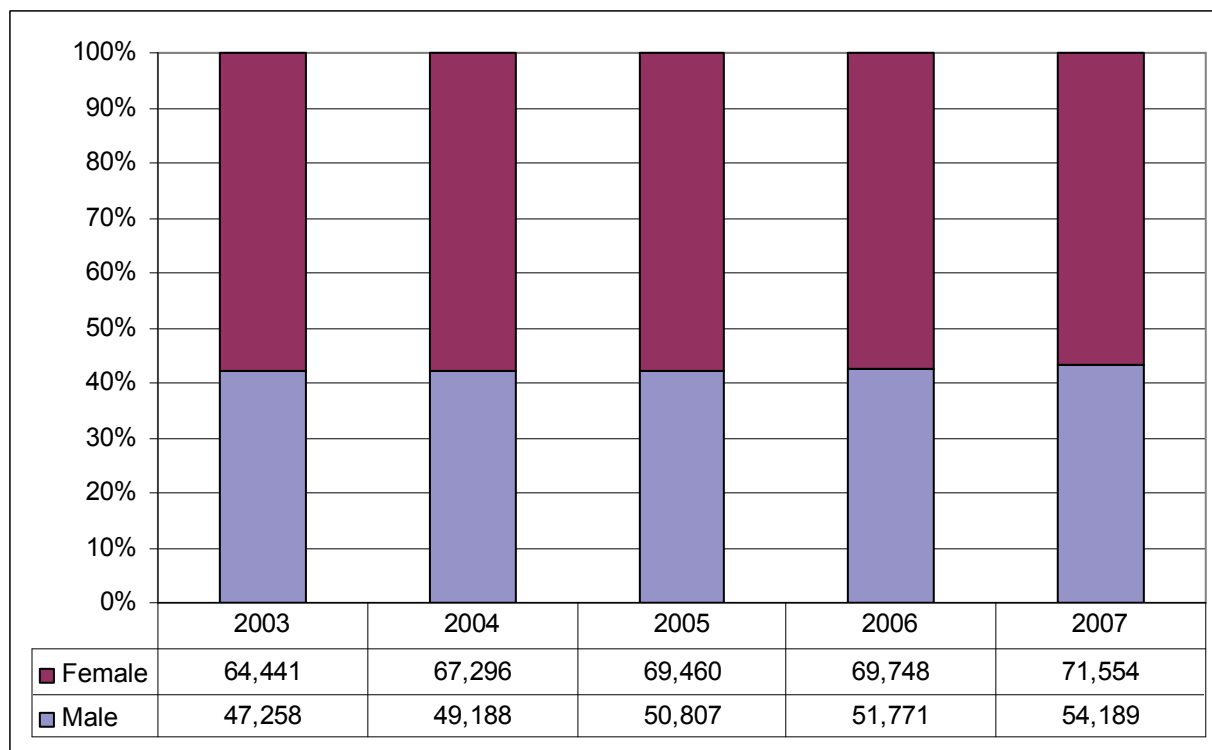
***Goal #5: The community colleges of Iowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.***

1. Enrollments by Gender
2. Enrollments by Race/Ethnicity
3. Growth of Minority Population
4. Program by Gender and Race/Ethnicity by Arts and Sciences,  
Career & Technical Education
5. Award Rates by Gender and Race/Ethnicity
6. Employees by Gender
7. Employees by Race/Ethnicity

## 1. Enrollments by Gender

Iowa community colleges have remained rather consistent over the last five years with roughly 42% male and 58% female. Nationally, public community colleges have an identical gender makeup of 42% male and 58% female.

Number and Proportion of Student by Gender					
Fiscal Year	Male		Female		Total*
	N	%	N	%	
2003	47,258	42.31%	64,441	57.69%	111,699
2004	49,188	42.23%	67,296	57.77%	116,484
2005	50,807	42.25%	69,460	57.75%	120,267
2006	51,771	42.60%	69,748	57.40%	121,519
2007	54,189	43.10%	71,554	56.90%	125,743*



N=Students, %=Percentage of Total

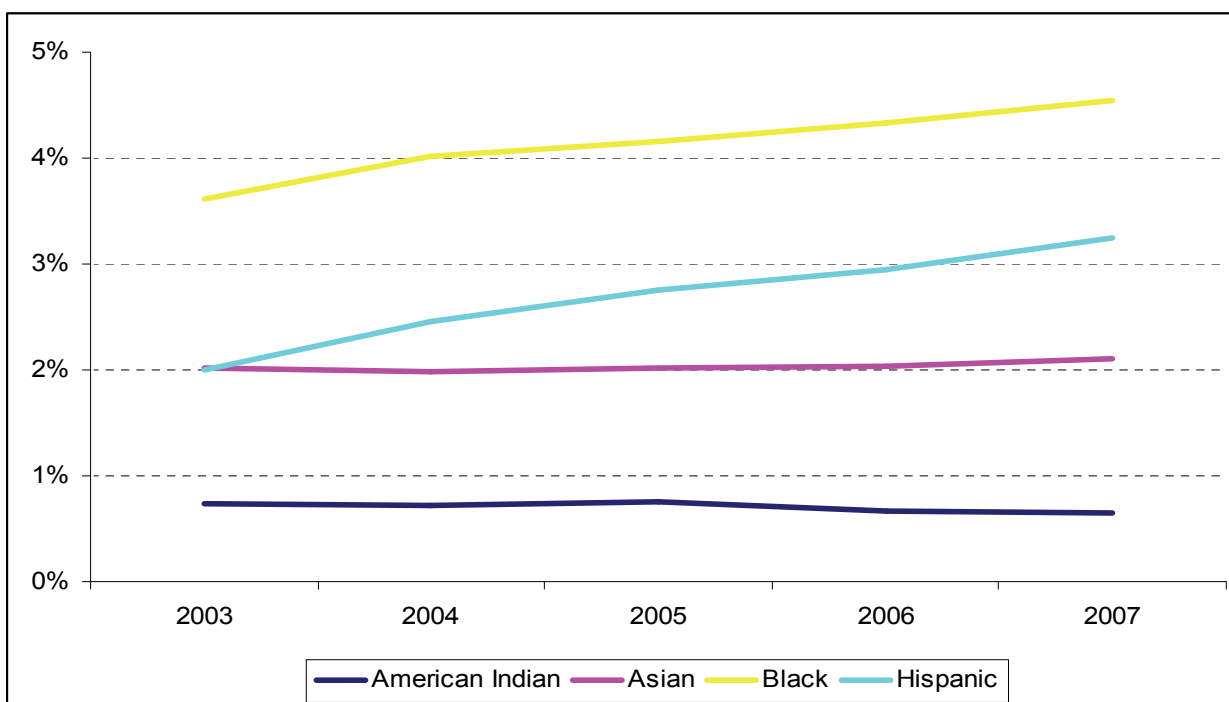
\*Total does not include 74 students whose gender is reported as "unknown"

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

## 2. Enrollments by Race/Ethnicity

Iowa community colleges race/ethnic breakdown has slowly shifted proportionally from White enrollees to growing populations of Black and Hispanic enrollees. The Asian and American Indian student populations have remained proportionally stable over the five-year trend. The Black student population is the largest minority population, however the Hispanic population is the fastest growing.

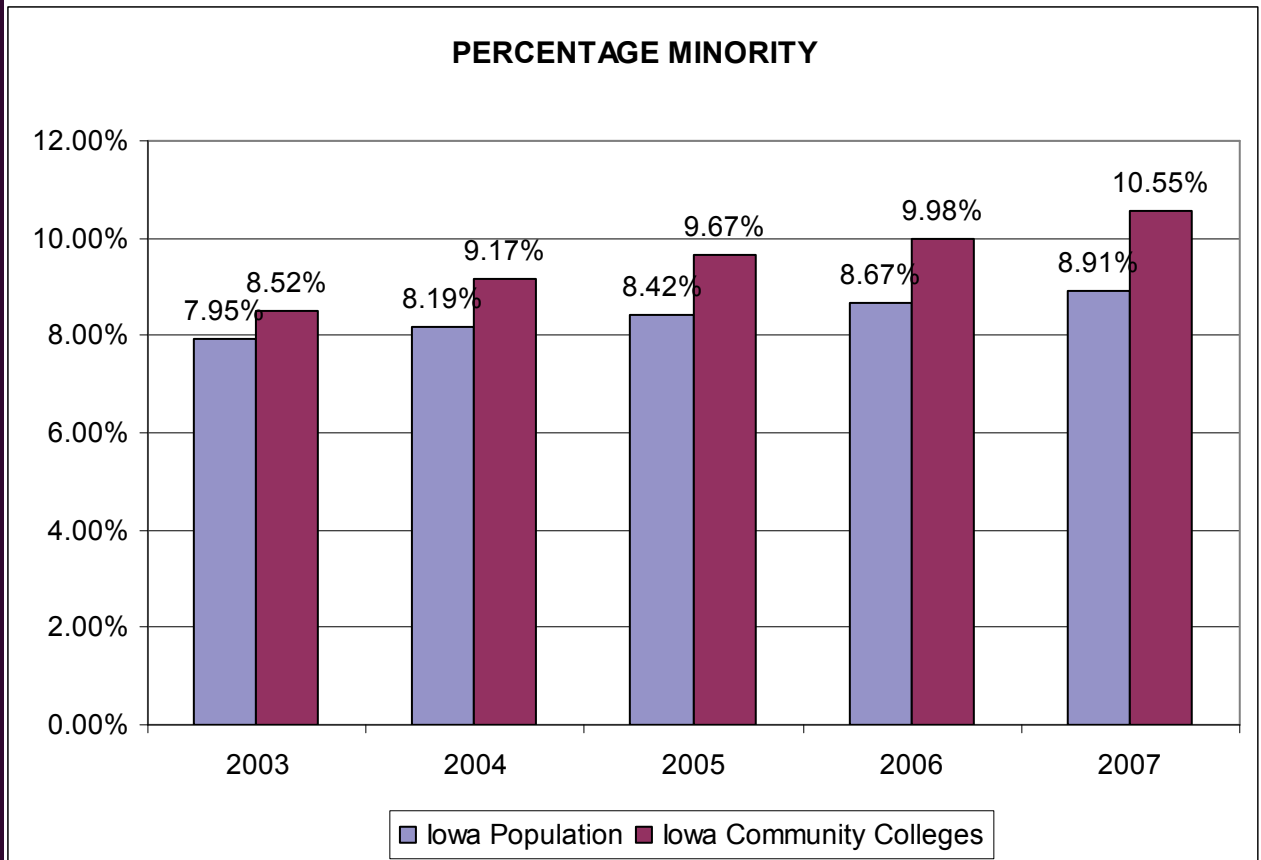
Number and Proportion of Students by Race/Ethnicity					
	2003	2004	2005	2006	2007
American Indian	0.73%	0.72%	0.75%	0.67%	0.65%
Asian	2.01%	1.99%	2.02%	2.04%	2.10%
Black	3.62%	4.01%	4.15%	4.33%	4.55%
Hispanic	2.16%	2.45%	2.76%	2.94%	3.25%
White	91.48%	90.83%	90.32%	90.02%	89.45%
Total Reporting	100%	100%	100%	100%	100%



Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

### 3. Growth of Minority Population

Minority students comprise 10.55% of the total community college enrollment in fiscal year 2007. According to the census estimates, 8.91% of the population was of a minority racial/ethnic background. As seen at the chart below, the number of minority students in Iowa community colleges grows at a steady rate.



\*Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education and Iowa Census Estimates 2003-2007

#### 4. Program by Gender and Race/Ethnicity by Arts and Sciences, Career & Technical Education

	A&S		Career Option		CTE		Both	
	N	%	N	%	N	%	N	%
<b>Total*</b>	75,655	60.05%	6,913	5.49%	40,574	32.20%	2,848	2.26%
<b>Gender</b>								
<b>Male</b>	32,813	43.37%	2,837	41.04%	17,467	43.05%	1,072	37.64%
<b>Female</b>	42,776	56.54%	4,073	58.92%	22,928	56.51%	1,776	62.36%
<b>Race/Ethnicity</b>								
<b>White</b>	69,392	91.72%	5,738	83.00%	34,097	84.04%	2,388	83.85%
<b>African American</b>	3,072	4.06%	427	6.18%	1,675	4.13%	147	5.16%
<b>Hispanic</b>	2,280	3.01%	242	3.50%	1,158	2.85%	120	4.21%
<b>Asian</b>	1,698	2.40%	115	1.66%	587	1.45%	61	2.14%
<b>American Indian</b>	403	0.53%	43	0.62%	292	0.72%	17	0.60%

\*Totals include "unknown" category, while distribution numbers are based on proportion reported.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

#### 5. Award Rates by Gender and Race/Ethnicity

Students who enrolled at a full-time capacity (24 credit hours) and for the first time during a given fiscal year are included in a cohort of students who are tracked through the MIS system to determine if they receive an Iowa community college award within a three-year period.

	FY2001	FY2002	Change in reporting allows for removal of high school students	FY2003	FY2004	2005
Total Cohort	41.65%	41.06%		39.71%	38.85%	38.76%
Gender						
Male	40.51%	39.57%		38.90%	37.10%	36.67%
Female	42.97%	42.69%		40.59%	40.85%	41.07%
Race/Ethnicity						
White	43.23%	42.75%		41.77%	41.14%	41.19%
African American	22.95%	21.45%		17.59%	17.53%	17.39%
Hispanic	28.50%	31.61%		23.63%	30.66%	25.35%
Asian	24.49%	31.08%		28.65%	24.68%	20.42%
American Indian	31.37%	38.36%		33.33%	21.79%	14.29%

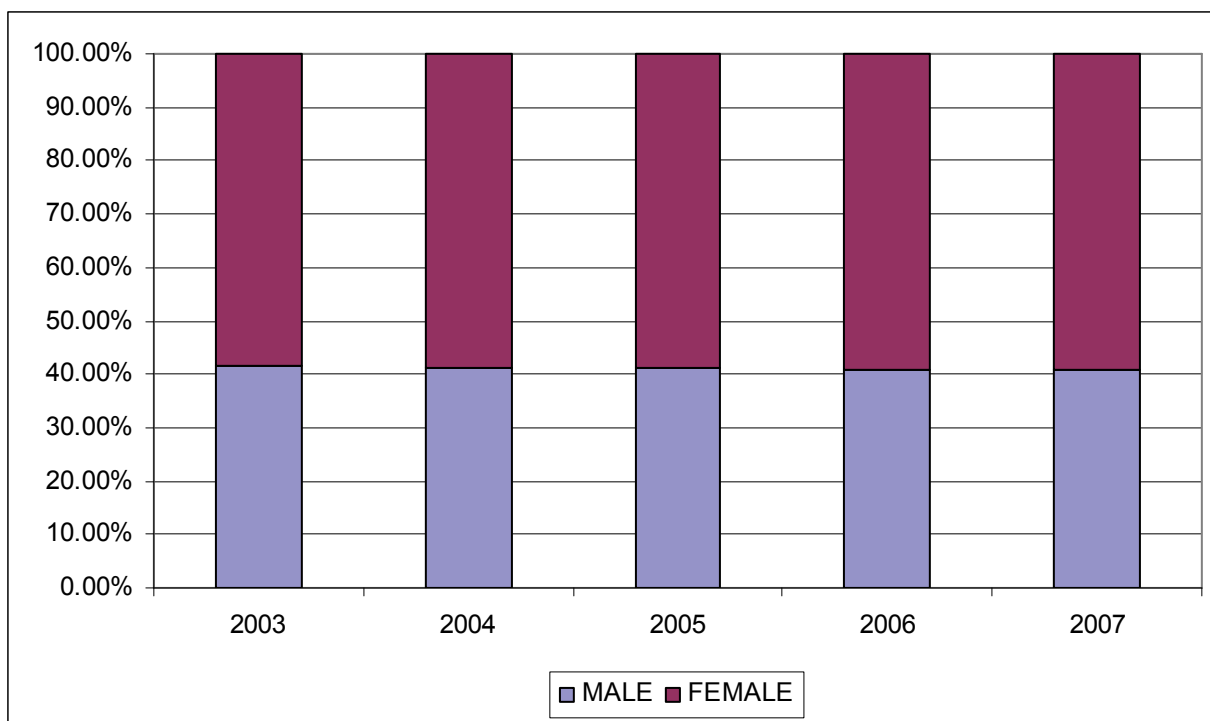
\* Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

## 6. Employees by Gender

Iowa community colleges have remained rather consistent over the last five years with roughly 41% male and 59% female; as seen at the data below the number of male employees declines at low rate.

Number and Proportion of Employees by Gender

Fiscal Year	Male		Female		Total *
	N	%	N	%	
2003	5,111	41.51%	7,201	58.48%	12,313
2004	5,129	41.03%	7,369	58.94%	12,502
2005	5,060	41.15%	7,208	58.61%	12,298
2006	4,839	40.84%	7,009	59.16%	11,848
2007	4,869	40.79%	7,067	59.21%	11,939



\*Unknown are not included in the total shown above. Statewide unknowns are described below.

Statewide, in Fiscal Year 2003, Unknowns totaled 1 (0.01%); in Fiscal Year 2004, Unknowns totaled 4 (0.03%), Fiscal Year 2005, unknowns totaled 30 or 0.24%; and in Fiscal Year 2006, unknowns totaled 19 or 0.16%; in Fiscal Year 2007, Unknowns totaled 21 (0.17%).

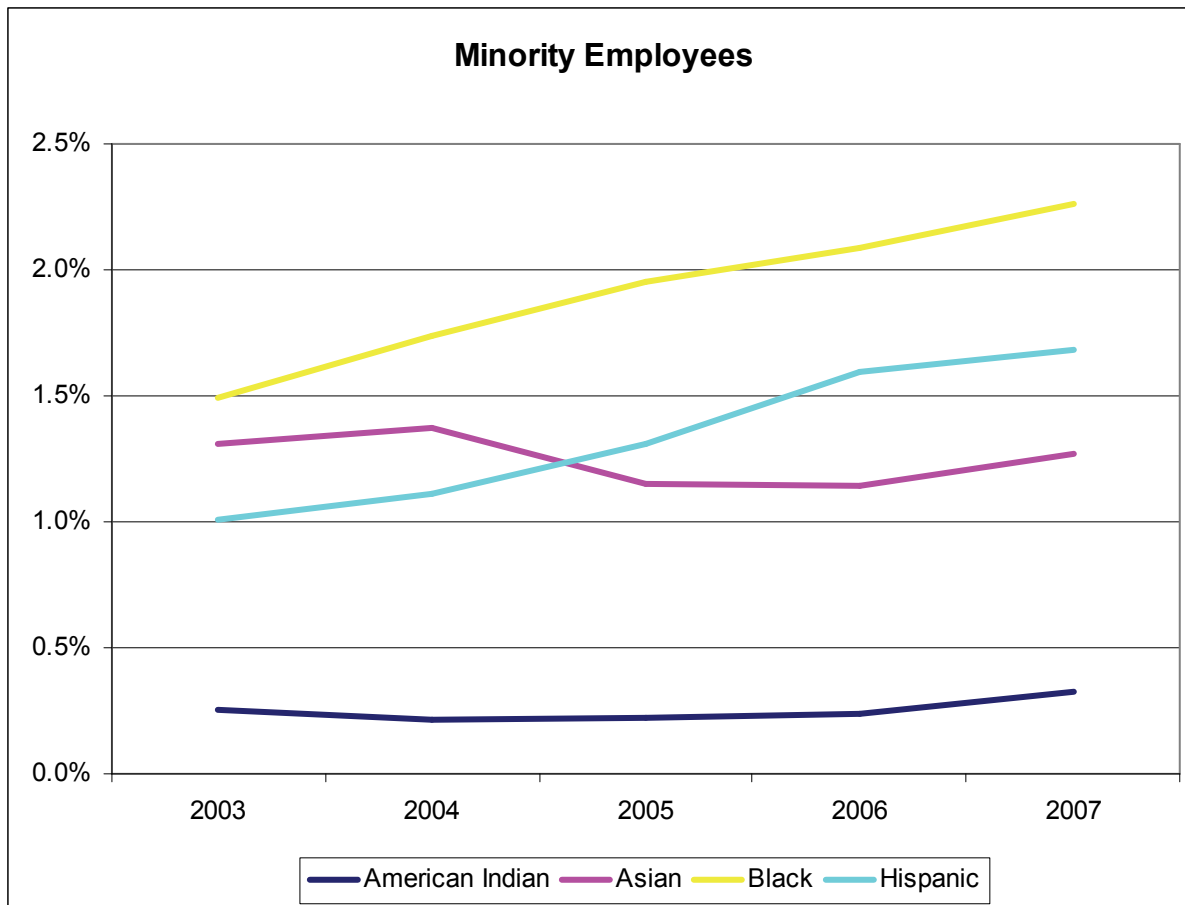
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

## 7. Employees by Race/Ethnicity\*

The employee racial/ethnic background table below indicates the vast majority of community college employees are White, although the percentage of Black and Hispanic employees increased slightly from Fiscal Year 2003 through Fiscal Year 2007.

**Proportion of Employees by Racial/Ethnic Group**

Fiscal Year	American Indian	Asian	Black	Hispanic	White
2003	0.25%	1.31%	1.49%	1.01%	85.39%
2004	0.22%	1.38%	1.74%	1.11%	83.93%
2005	0.22%	1.15%	1.96%	1.31%	86.01%
2006	0.24%	1.15%	2.09%	1.59%	88.02%
2007	0.33%	1.28%	2.29%	1.71%	87.86%



\*Presented as percent of the total number of Employees not including non-respondents.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

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